Dobroyd Point Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Dobroyd Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Dobroyd Point Public School

89 Waratah Street HABERFIELD NSW 2045

, 2045

www.dobroydpt-p.schools.nsw.edu.au

dobroydpt-p.school@det.nsw.edu.au

9797 8249

School background

School vision statement

The school and its community have high expectations of students and value the provision of a variety of learning opportunities, including the Italian language program, library program, music program and learning and support programs.

Our vision for the next three years is that Dobroyd Point Public School will provide rigorous teaching and learning opportunities that are future focused, challenging and incorporate authentic learning opportunities.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 228 students with 9 classes from Kindergarten to Year 6. Approximately 21 teachers (14 full–time equivalent positions) and 6 non–teaching staff work at the school .

Dobroyd Point Public School is part of an inclusive, warm and welcoming school community. The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The school empowers all students to embrace learning, achieve their personal best and develop academically, socially, emotionally, physically and creatively to their full potential.

The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

The school and its community have high expectations of students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and sport.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Innovation

Purpose

To embed innovation in all teaching practices. To create dynamic and collaborative learning environments that develop student willingness towards critical and creative problem solving.

Improvement Measures

Teaching programs, observations and reflections increasingly show innovative practices, including tools for collaboration. Implementation of STEM and STEAM problem–based learning, including involvement in real–world competitions and activities.

Student work samples and discussions increasingly show the use of collaboration, problem–based learning and connections to real–world learning opportunities.

Surveys show increased opportunities for team–teaching, collaboration and shared expertise, building teacher capacity.

Progress towards achieving improvement measures

Process 1: Enrichment Project

Identification of gifted and talented students and provision of differentiated programs across the school using a multiple–intelligence approach including technology, music and creative arts.

Evaluation	Funds Expended (Resources)
Identification processes have been refined to ensure all talented or high–potential students are identified. Processes have been put in place in 2019 to ensure differentiated practices will be embedded in all teaching programs in 2020.	Professional Learning – Leading Differentiated Learning Teaching resources **Funding Sources:** • School Funds ($500.00)

Process 2: Future Focused Learning Project

Provision of quality pedagogy in future focused learning spaces.

Evaluation	Funds Expended (Resources)
Staff have received team–teaching support on the use and implementation of a variety of future focused teaching strategies. Innovation lessons continued across the school in 2019 resulting in increased student engagement and achievement.	$3 900 – Teaching resources including robotics, micro processors, robots, green screen and tripod Instructional Leader – 3 x days per week **Funding Sources:** • School Finds ($60000.00) • P&C Contributuon ($20000.00)

Strategic Direction 2

Literacy and Numeracy

Purpose

To implement a whole–school approach to engaging, high–quality teaching and learning opportunities in literacy and numeracy that maximises student outcomes.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Increased growth / value added internal and external measures in literacy and numeracy.

Increased teacher expertise in linking programs and assessments to maximise student outcomes.

Progress towards achieving improvement measures

Process 1: Writing Project

Implementation of a strategically targeted writing program to specifically develop writing skills of all students.

Evaluation	Funds Expended (Resources)
All teachers participated in team teaching lessons with an instructional leader to develop individual teacher's skills and knowledge. Collaborative planning practices supporting differentiated teaching and learning programs have increased across the school.	Professional Learning for all staff $4000 Teaching resources to support teaching strategies Instructional Leader – 1 day per week $20000 **Funding Sources:** • Aboriginal background loading ($4000.00) • Quality Teaching, Successful Students (QTSS) ($20000.00) • English language proficiency ($1900.00)

Process 2: Numeracy Project

Implementation of a strategically targeted numeracy program to develop numeracy skills of all students.

Evaluation	Funds Expended (Resources)
All executive staff participated in strategic professional learning to develop skills and knowledge in the teaching of numeracy across the school. Specific focus was placed on the development of number sense and implementation of the NSW Syllabus. Staff now use the numeracy learning progressions to develop teaching programs and plan for differentiated teaching to address student learning needs.	Teacher Professional Learning and supporting resources **Funding Sources:** • Professional Learning ($4500.00) • Teaching Resources ($2000.00)

Strategic Direction 3

Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others.

Improvement Measures

Evidenced–based change to whole school practices has resulted in measurable improvements in wellbeing and engagement to support learning.

Surveys show a positive learning community where students develop respect, responsibility and resilience. Care, compassion and empathy towards others is evident amongst students and staff to support learning.

Planning for learning is increasingly informed by data about each student's wellbeing and learning needs in consultation with parents or carers.

Progress towards achieving improvement measures

Process 1: PBL Project

Implementation of Positive Behaviour for Learning (PBL) to provide a framework for the school and its community to collectively support the wellbeing of every student.

Evaluation	Funds Expended (Resources)
The PBL program resulted in teachers reporting improvement in student behaviour. Students demonstrate improved attention and behaviour during most school activities. Explicit teaching of expectations will continue into 2020.	Professional Learning for PBL Team Teaching Resources Student Prize Awards **Funding Sources:** • Professional Learning ($2400.00) • Teaching Resources ($500.00) • Student Prize awards (P&C) ($4000.00) • Student Prize Awards (School funds) ($2000.00)

Process 2: Wellbeing Project

Implementation of a whole school program to address the wellbeing of the school community and provide skills and strategies to develop resilience.

Evaluation	Funds Expended (Resources)
A mindfulness program has been implemented across all classes from Kindergarten – Year 6 . Students can identify mindful practices to assist in situations where they feel anxious or uncomfortable. The program will continue to be expanded in 2020 to include other positive mental health strategies.	Teacher Professional Learning about Mindfulness & Mental Health Teaching Resources **Funding Sources:** • Professional Learning ($1200.00) • Teaching Resources ($500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($5 125.00)	Students have achieved learning goals.
English language proficiency	**Funding Sources:** • English language proficiency ($4 988.00)	Identified students made appropriate gains made towards their learning goals. Their achievement against their learning goals were measured by NAPLAN results and school based assessments.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($69 288.00)	SLSO staff employed to work with identified students to implement strategic learning programs. Students received assistance in classrooms to enable attainment of personalised goals outlined in Individual Education Plans (IEP).
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($43 433.00)	Funding enabled the Learning and Support Teacher role (LaST) to be increased from 0.5 to a full time position in 2019 providing additional support to students in classrooms. The LaST teacher also implemented the Making up For Lost Time in Literacy (MultiLit) program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	127	124	122	117
Girls	127	116	121	110

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.5	96.3	94.4	96.3
1	95.5	95.9	95.2	93.9
2	95.6	95.8	95.1	95.6
3	96.6	95.1	94.6	94.7
4	95.3	96.9	93.6	95
5	97	96	95.5	95.4
6	97.6	94.9	95.6	94.2
All Years	96	95.9	94.8	95
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.19
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	395,566
Revenue	2,423,129
Appropriation	2,201,264
Sale of Goods and Services	4,207
Grants and contributions	215,033
Investment income	2,624
Expenses	-2,247,944
Employee related	-2,013,556
Operating expenses	-234,389
Surplus / deficit for the year	175,184

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	121,145
Equity Total	82,148
Equity - Aboriginal	5,125
Equity - Socio-economic	2,747
Equity - Language	4,988
Equity - Disability	69,288
Base Total	1,754,858
Base - Per Capita	57,017
Base - Location	0
Base - Other	1,697,841
Other Total	210,430
Grand Total	2,168,581

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019, student, teachers and parents were invited to participate in the 'Tell Them From Me' surveys. These surveys addressed multiple aspects of school life, including school and classroom effectiveness.

Student Outcomes and School Climate Survey Responses:

- 76 Students participated in the survey
- 88% Participate is school sports
- 77% Have a positive sense of belonging
- 90% Have positive relationships at school
- 94% Value schooling outcomes and believe schooling in useful in their everyday life and will have a strong bearing on their future
- 91% Feel students at our school exhibit positive behaviour
- 95% Try hard to succeed in their learning

'Partners in Learning' Parent Survey Responses

- 53 Parents participated in the survey
- 74% Responded that the school is well maintained
- 89% Feel the physical environment of the school is welcoming
- 96% Reported there is easy access to move around the school
- 72% Feel their child has learned valuable skills through the innovation program
- 72% Responded that their child attitude towards writing has improved as a result of the strategic writing program

'Focus on Learning' Teacher Survey Responses

- 15 Teachers participated in the survey
- 100% Of participating teachers have achieved 'Proficient' teacher accreditation with the NSW Education Standards Authority
- 87% Responded that school leaders in our school are leading improvement and change
- 80% Feel that school leaders clearly communicate their strategic vision and values for our school
- 100% Responded that the school is well maintained
- 80% Feel that effective teaching practices are supported
- 94% Of participating teachers feel students have a sense of belonging
- 80% Of teachers responded that students focus on their learning
- 86% Of teachers feel confident to use the programs and equipment introduced through the innovation program in their own classroom
- 93% Of teachers responded that they feel confident to plan, program and assess writing suing the & Steps of Writing program

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.